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ABSTRACT

This book is designed for students taking a first course in classroom assessment and measurement. It shows how assessment principles apply to the full range of teacher decision making and not just the formal evaluation of student learning. The book is organized in a way that follows the natural progression of teachers' decision making, from organizing the classroom through grading students and interpreting standardized tests. This edition contains new or expanded coverage of many topics, including state standards, performance assessment, and aligning objectives, instruction, and assessment. A list of Web sites related to classroom assessment is included. The chapters are: (1) "The Classroom as an Assessment Environment"; (2) "Learning about Pupils: Sizing-Up Assessment"; (3) "Lesson Planning: Objectives, Standards, and Accommodations"; (4) "Assessing during Instruction"; (5) "Official Assessment; Developing Tests and Assessments"; (6) "Paper-and-Pencil Test Questions"; (7) "Administering, Scoring, and Improving Paper-and-Pencil Tests"; (8) "Performance Assessment"; (9) "Applications of Performance Assessment"; (10) "Grading Pupil Performance"; (11) "Standardized Achievement Tests"; and (12) "Teacher Self-Assessment." Three appendixes contain discussions of standards for teacher competence in student assessment, statistical applications in classroom assessment, and Web sites for additional information. A glossary is also included. Each chapter contains references. (Contains 33 tables and 2 figures.) (SLD)